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### AHHS 325.01: Introduction to Gerontology

Gayle A. Hudgins

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HS 325  
Introduction to Gerontology  
Spring 2014

Thursday  
3:10 - 5:00 p.m.  
SB 336

An interdisciplinary discussion of the health and social issues of older persons, utilizing didactic presentations, clinical demonstrations, and curricular modules.

Junior standing in a health-related discipline or consent of instructor recommended.

### SYLLABUS

Jan 30	Introduction A Visit with Walter <b>Moodle Module: Biology of Aging</b>	Gayle Hudgins, Pharm. D. School of Pharmacy
Feb 06	Normal Physical Changes of Aging & Health Promotion	Gayle Hudgins, Pharm. D.
Feb 13	Drugs in the Elderly Compliance with Medications <b>Moodle Module: Health Promotion and Wellness</b>	Gayle Hudgins, Pharm. D.
Feb 20	Age-Related Changes of the Musculoskeletal System Geriatric Functional Assessment	Sue Ostertag, RPT Physical Therapy
Feb 27	The Use of Adaptive Equipment in the Elderly <b>Moodle Module: Nutrition Concerns of Older Persons</b>	Dawn Braach, OTR Partners in Home Care
Mar 06	Nutrition in the Elderly	Heidi Moretti, R.D. St. Patrick Hospital
Mar 13	Communicating with Older People <b>Moodle Module: Psychosocial Issues in Aging</b>	Monica Trimble, MSW Home & Community Based Services Community Medical Center
Mar 20	Aging and the Impact on Communication Nature and Management of Hearing Loss with Aging	Annie Kennedy, MS, CCC-SLP Communicative Sciences & Disorders Al Yonovitz, Ph.D., CCC-A, FAAA, MAudSA (CCP) Communicative Sciences & Disorders
Mar 27	Death and Dying: The	Dan Dixson, M.Div., BCC, CT

	Hospice Experience	Hospice Chaplain Partners in Home Care
	<b>Moodle Module: End of Life Care in the Elderly</b>	
Apr 03	Spring Break	
Apr 10	Elder Abuse	Janice Hinze, Supervisor Adult Protective Services Department of Family Services Kevin Brown, Executive Director Western Montana Chapter for the Prevention of Elder Abuse
Apr 17	Community Services: How to Access Them	Mary Dalton, Program Manager Information and Assistance Missoula Aging Services
	<b>Moodle Modules: Cognitive Decline and Dementia in Older Persons Screening for Cognitive Impairment</b>	
Apr 24	Cognitive Functioning and Aging	Rob Velin, Ph.D. Montana Neurobehavioral Specialists
May 1	Case Studies in Aging	Class Presentation/Discussion
May 08	Political and Community Service Activities	Missoula Senior Citizens
May 12 1:00 p.m.	Course Summary and Evaluation	Gayle Hudgins

### **Course Requirements:**

1. **Attendance and participation:** Since most of the course is taught in a seminar format with no exams, attendance is required as well as participation in class discussions. Students are allowed up to two excused absences from the Thursday class meetings, but the instructor must be notified in advance of these absences. Only in extenuating circumstances will more than two absences be allowed.
2. **Personal notebook and reaction paragraphs:** Each student will compile a notebook that includes class notes, readings, and **for each presentation, a paragraph (125 – 150**

**words) describing your reaction/ability to relate to the topic discussed.** The reaction paragraph should not summarize the presentation content, but should describe your reaction to the topic and how you would envision using this information in your professional or personal life. Other materials of interest (news articles, etc.) may also be included in the notebook. Notebooks will be collected and reviewed with feedback from the instructor at the midpoint of the course and again at the last class meeting. Students are encouraged to pick up their notebooks at the end of the semester, after May 19.

3. **Interview of a professional:** Each student will conduct an interview of a professional working in the field of aging, usually in the discipline the student plans to enter. An interview format with suggested questions will be provided. The interview should be summarized, **including your reaction to the individuals' work with the elderly.** This document should be typed and placed in your notebook. It is due at the end of the semester at the last class meeting.
4. **Moodle modules:** Seven modules from the Montana Geriatric Education Center Geriatric Curriculum will be used in the course. The module topics will be correlated with the material presented in the classroom. A module will be assigned every two weeks with the expectation that the student will take a pre-test, read the material in the module prior to the associated class, participate in Moodle discussion, and complete the quiz associated with the module. The instructor will monitor the discussion and respond where appropriate. **The quiz and discussion should be completed no later than two weeks after module assignment.**
5. **Interdisciplinary case study:** Towards the end of the course, several case studies from the MTGEC Geriatric Curriculum will be used to provide students with an interdisciplinary team experience. The class will be divided into teams, each composed of students from a mix of disciplines. Each student will read and analyze the assigned case in advance, from the perspective of his or her discipline, and prepare a write-up of the case study. In the class session, teams will meet to pool their information into a single report, and will present their report to the rest of the class.

There is no formal textbook for the course. Most presenters will have readings that will be distributed one week prior to the class session. These should be read prior to the class and should be added to the course notebook.

**Academic Honesty:** All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://life.umt.edu/vpsa/documents/StudentConductCode1.pdf>

**Grading:**

Attendance and participation, 5 points per session	70
Notebook and reaction paragraphs	100
Interview of professional	50
Moodle discussion, 5 points per discussion	35
Moodle quizzes, 10 points per quiz	70
Case study write-up	30
<b>Total points</b>	<b>355</b>

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
<59%	F

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1/24/14